

Wednesday Weekly

(A weekly update on agriculture education from the Department of Public Instruction)

**The most recent 8 issues of Wednesday Weekly are available online at:
<http://www.dpi.state.wi.us/dlsis/let/agww.html>**

April 12, 2006

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Supplemental Rosters

Now that the deadline has passed for submitting supplemental rosters, don't forget to send in payment for the members you've added. Rosters cannot be sent to National FFA until payment is received. As a reminder:

- Payment must be made payable to "Wisconsin Association of FFA", not the FFA Center, not DPI, not Keith Eccarius (thanks but no thanks.) I've had problems with our bank when trying to deposit some payments made out incorrectly.
- The mailing address for payment is on the Totals page that needs to be printed, signed and returned with payment.

Mail to: Wisconsin Association of FFA
Attention: Keith Eccarius
125 S. Webster Street
PO Box 7841
Madison, WI 53707-7841

TEACH Program

TEACH is a global agriculture program in which teachers from urban and rural areas with low to moderate-income populations gain valuable international experience in agriculture, natural resources, nutrition, and knowledge on the global impact of agriculture while engaging in hands-on agricultural and scientific research activities. Previously known as TEACH US, the TEACH Program was created and funded by the U.S. Department of Agriculture in order to promote the awareness of agricultural and environmental sciences in middle and high schools.

This year, the TEACH Program will send teachers to Mexico to observe and work with agricultural scientists in the field. Educators selected for participation in the TEACH Program will gain first-hand exposure and experience in agricultural and scientific research. Teachers will use this international field experience to incorporate agriculture, science, and global studies curricula in their individual classrooms. In addition to the international agricultural expedition, participants will engage in pre-trip preparation and extended follow-up activities.

This is a great opportunity for agricultural educators to travel outside of the United States, experience agriculture in an international setting and to meet educators from across the country.

The TEACH application is attached to this email and is also available on the NAAE website at <http://www.naae.org/awards/applications/index.html>. Applications are due to the USDA on **April 24, 2006**.

Web site for Wisconsin Ag Ed vacancies:

<http://www.wisconsin.gov/state/app/employment?COMMAND=gov.wi.state.cpp.job.command.LoadSeekerHome>

Ag Ed Library Available from CAERT

CAERT, is pleased to announce the availability of www.agedlibrary.com. The Ag Ed Library encompasses a new method for the online delivery of content traditionally found in textbooks. A school subscription allows your teachers and their students' access to concise content units developed specifically to accompany the lesson plans on your state's Lesson Plan Library CD.

A demo of the Ag Ed Library may be viewed by clicking on the link below:

<http://www.agedlibrary.com/LoginDemo.asp>

As you review the Library, please keep in mind that special state subscriptions can be developed so that the Library is fully integrated with your state's lesson plan CD and online matrix. In such cases, you will have a set of tools that allows your teachers to Plan, Deliver, and Document instruction that meets state academic learning goals. For more information on a state subscription, contact Dan Pentony at dpentony@caert.net.

2006 American Nursery and Landscape Association Grant Application

NAAE is pleased to announce the continuation of the **American Nursery and Landscape Association "Enhancing Nursery and Landscape Instruction"** Grant Program.

The objective of this grant program is to build outstanding instructional programs that prepare students to enter nursery and landscape related careers and/or higher education in areas related to nursery/landscape.

NAAE will accept NAAE/ANLA Enhancing Nursery and Landscape Instruction Grant proposals from teachers/instructors at any secondary school and two-year postsecondary institution who are active members or active life members of NAAE.

The postmark deadline for submitting applications to the NAAE office is **May 15, 2006**.

Application details are attached in Word and PDF formats and can also be downloaded from the NAAE website at <http://www.naae.org/awards/applications/index.html>.

Please feel free to contact the NAAE office if you have any questions.

WAAE PSA Contest Information Available - Entries Due 05/15/06

The WAAE PSA contest information for this year is now available

Your students/chapter can receive \$250 for the winning PSA

Click on the link below for more information

<http://www.waae.com/PSA%20Announcement1.doc>

FREE Parliamentary Procedure Materials

Free instructional materials are available on <http://www.northwest.net/parli-pro>

Click the following on the Main Menu:

1. "Voting Calculations." (5-Page teaching packet)
2. Brainteasers
3. Tips and Myths

2006 Wisconsin Association of Ag-Ed Instructors Forestry Workshop

There is a teacher workshop designed especially for Ag instructors planned for July 17-19, 2006 at Trees For Tomorrow in Eagle River, WI. This years workshop will focus on use of GIS/GPS systems in land management. Please see the attached schedule for more information.

Future of Farming Announces Forum Schedule

The Future of Farming and Rural Life in Wisconsin, project of the Wisconsin Academy of Sciences, Arts and Letters, is pleased to announce its 2006 Forum Schedule. Attached is the forum schedule.

The forums are free and open to all (participants pay for their lunch) and the broadest possible range of perspectives is invited to inform as well as be informed by the project. Forum-specific and registration information will be available soon.

Struggling Students Want Vocational Education, Poll Shows

By Mitchell Landsberg

Times Staff Writer

From the Los Angeles Times

<http://www.latimes.com/news/education/la-me-voced6apr06,1,5971960.story?>

April 6, 2006

Most American high schools phased out vocational education years ago, motivated by complaints that it was used as a tool to "track" African American and Latino students into low-paying careers.

But the idea of combining traditional academics with career training is making a comeback, and a poll released Wednesday suggests that it is popular among one particularly important group: struggling high school students.

The poll of California 9th- and 10th-graders, conducted for the James Irvine Foundation, found that six in 10 students didn't particularly like school and weren't motivated to succeed. But of those disaffected students, more than 90% said they would be more motivated if their school offered classes relevant to their future careers.

The poll was conducted to coincide with the launch of an Irvine Foundation center dedicated to encouraging the growth of career-oriented education in California. The foundation is spending \$6 million on a new San Francisco-based center called ConnectEd: The California Center for College and Career.

"Whether you're talking about dropout rates or the number of youth unprepared for college and career, the basic point is the same: High schools simply are not working for too many of California's young people," said Jim Canales, president and chief executive officer of the Irvine Foundation, a nonprofit founded by Orange County land baron James Irvine. "We need to promote programs of study that blend academic rigor and real-world learning if we hope to inspire more of our youth to stay and succeed in school."

Vocational education, a staple in American high schools for much of the 20th century, was widely discredited in the 1970s and '80s as a tool that, wittingly or not, perpetuated class divisions. Even as interest has increased recently in bringing back work-oriented classes, educators shun the term "vocational," instead referring to "career and technical education" or "multiple pathways to success."

By whatever name, the point is the same: To find material that catches the interest of at-risk students, keeps them motivated and stops them from dropping out. And any talk of career education now also comes with the assurance that it will be academically rigorous, leading students to some kind of postsecondary education.

"We want to help all students get to the same destination, and that is graduating from high school prepared and inspired to go on to both college and career - not one or the other," Gary Hoachlander, president of ConnectEd, said in a telephone news conference. "But we believe that we need to recognize that different students will reach that destination in different ways."

Hoachlander said ConnectEd would promote high school programs that "connect academics to challenging technical courses in such fields as business and finance, biomedical and health sciences, building and environmental design, engineering, advanced manufacturing, law and government, transportation, hospitality and tourism."

He insisted that the programs would not conflict with the state's push toward a more rigorous academic curriculum.

But Chris Walker, a lobbyist for several blue-collar trade groups in Sacramento, predicted that ConnectEd would confront barriers from the University of California and the California State University systems, which are loath to accept some vocational courses as college prep material. Increasingly, California school districts are adopting the entry requirements of the university systems as high school graduation requirements.

"More and more, this college pathway is edging career tech out," Walker said.

The poll commissioned by Irvine, which was conducted by Peter D. Hart Research Associates among a representative sample of California high school students, found that only 39% of students said they liked going to school and that their school "does a good job of motivating me to work hard and do my best."

The remaining 61% who disagreed with that statement were selected for more in-depth interviews. Of those students, 88% said they probably would enroll in a career-oriented school if they had the chance.

There was virtually no difference among racial or ethnic groups, but in a departure from stereotype, girls were more likely than boys to say that they would benefit from hands-on learning.

The in-depth portion of the poll was conducted among 619 9th- and 10th-graders throughout California, and has a margin of error of plus or minus four percentage points.

That's all for this week from your DPI Staff:

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